Republic of Malawi

Syllabus for

Social studies

Forms 3 and 4

Ministry of Education, Science and Technology

Syllabus for

Social studies

Forms 3 and 4

Ministry of Education, Science and Technology

Prepared and published by

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Foreword

Education is the vehicle through which every citizen can realise his or her potential and contribute to national development. The vision of the education sector in Malawi is to be a catalyst for socio-economic development, industrial growth and an instrument for empowering the poor, the weak and the voiceless. Its mission is to provide quality and relevant education to Malawians. As a catalyst for the development, education should equip the individual with knowledge, skills, values and attitudes to enable one to perform one's roles effectively, in an attempt to promote and sustain the social-economic development of a nation.

It is the conviction of the Ministry of Education, Science and Technology that primary education alone is not sufficient for achieving socio-economic development. As argued in the NESP (2008-2017), 'In an evolving and changing world of education, there is no way basic education can be taken as a complete transformer of our society when the world at large is getting more complex and sophisticated'. Therefore, secondary education is critical as it provides additional knowledge, skills and attitudes crucial for enabling Malawians to cope with the complex and sophisticated socio-economic and political environment of the global village to which Malawi belongs. Specifically, secondary education is:

- a human right, and important for achieving gender equity
- important for improving the health and quality of life for individuals, families and communities
- important for the socio-economic and political development of the nation
- necessary for reaching the Millennium Development Goals (MDGs), Education For All (EFA) and for promoting Universal Primary Education (UPE)

Against this background, the Malawi Government through the Ministry of Education, Science and Technology has reviewed the secondary school curriculum with a view to improving its quality and relevance, and to align it with the primary curriculum which has since been reviewed and emphasises continuous assessment as a tool for learning.

The rationale for reviewing the secondary school curriculum is contained in the NESP (2008-2017), and PIF (2000). The documents clearly state that the purpose of secondary education is to provide students with the academic basis for gainful employment in formal, private and public sectors. They further state that secondary education will prepare students for further education according to their abilities and aptitudes. However, it is important to note that for the majority of the children in Malawi, secondary education is terminal. Consequently, the curriculum has put emphasis on practical skills that enable them to achieve self-employment.

It is also clear that a good secondary school curriculum enables a student to develop into an adult with sound intellectual, moral, physical, and emotional abilities. Therefore the curriculum needs to address the whole range of students' abilities and interests. In addition, it should aim at equipping the student to become an independent learner in order to promote personal, family, community and national development. The new curriculum has therefore been deliberately designed to achieve these important goals. The importance of this syllabus therefore, cannot be over-emphasised.

I would like to thank all those who were directly or indirectly involved in the preparation of the syllabuses. Key among the stakeholders are the Director and staff of the Department of Inspectorate and Advisory Services (DIAS) in the Ministry of Education, Science and Technology (MoEST), for facilitating the development of the syllabuses in collaboration with the Director and staff of the Malawi Institute of Education (MIE). I would also like to extend my gratitude to university colleges (both public and private), teachers from secondary schools (both public and private), members of different religious groups and officers representing special interest groups such as the Malawi Revenue Authority (MRA), Reserve Bank of Malawi (RBM), Malawi Bureau of Standards (MBS), Anti-Corruption Bureau (ACB) and Malawi Blood Transfusion Services (MBTS) for their valuable contribution to and participation in the preparation of these syllabuses.

Most of all, I would like to express my hope that teachers will implement this curriculum diligently and in the best interest of the students so that the goals for reviewing the curriculum are achieved.

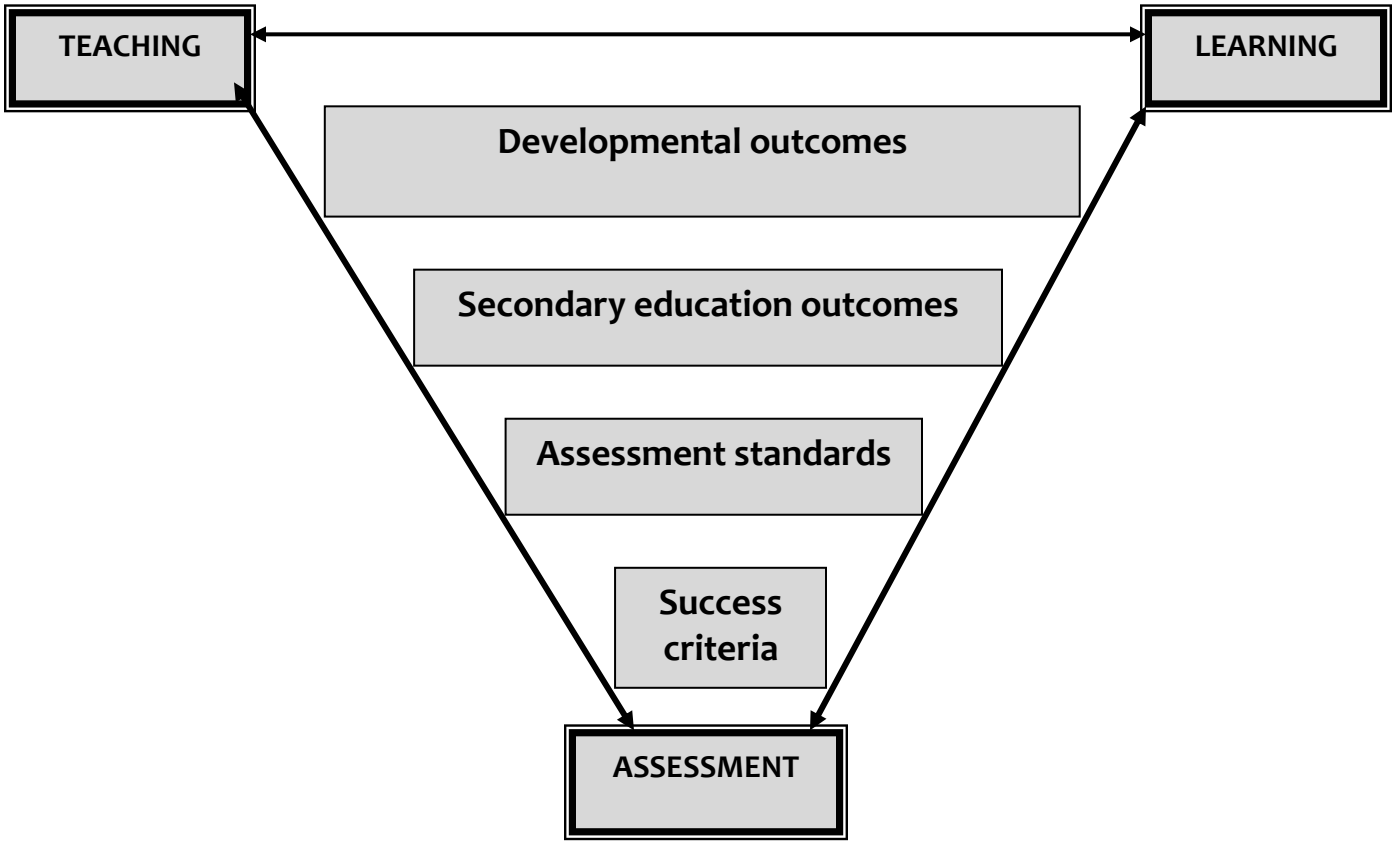
Dr McPhail Magwira
Secretary for Education Science and Technology (SEST)

The secondary school curriculum in Malawi

Among other reasons, the secondary school curriculum has been reviewed to align it with the primary school curriculum. This curriculum puts emphasis on student-centred teaching and learning approaches, including continuous assessment.

This curriculum focuses on student achievement. To achieve the outcomes, students must be introduced to new knowledge, skills, attitudes and values in the context of their existing knowledge, skills, attitudes and values so that they develop a deeper understanding as they learn and apply the knowledge. In this way, the process of learning is integral to the final product. The final products are the outcomes, that is, what students are expected to achieve in terms of knowledge, skills, attitudes and values, which must be clearly stated before teaching and learning begin. The achievements made at school, however, are only truly beneficial when the students transfer them to life beyond the school and view learning as a lifelong process. This is essential to keep pace with the changing social environment of home and work.

The figure below illustrates the structure and major elements of Malawi's secondary school curriculum, which are elaborated in the text below.



The developmental structure of the secondary school curriculum in Malawi

Developmental outcomes

The developmental outcomes are over-arching; they are what the student is expected to achieve by the end of the secondary school cycle both in and out of school. These outcomes apply to subject areas and they have been derived from the Constitution of the Republic of Malawi, Malawi Growth and Development Strategy (MGDS), National Education Sector Plan (NESP), Education Act and other education policy documents, including global policies and multilateral agreements to which Malawi is a signatory, as well as from the Secondary School Curriculum and Assessment Review (SSCAR). That is, students should be able to:

1 demonstrate appropriate moral and ethical behaviour in accordance with the accepted norms and values of the society
2 demonstrate local, regional, and international understanding
3 communicate competently, effectively, and relevantly in a variety of contexts, in an appropriate local or international language
4 apply mathematical concepts in socio-cultural, political, economic, environmental, scientific, and technological contexts to solve problems
5 apply scientific, technological, vocational, and managerial skills in a creative and innovative way to identify problems and develop appropriate solutions, so as to participate productively in society
6 demonstrate health-promoting behaviour in their personal lives as well as in their communities and the wider environment, with particular attention to prevalent diseases
7 appreciate and interact with the environment in a responsible and sustainable manner
8 apply the indigenous and non-indigenous knowledge and skills necessary for lifelong learning, personal advancement, employment, and the development of society
9 use Information and Communication Technology (ICT) responsibly and productively
10 demonstrate an understanding of the functioning of the economy and the contribution of agriculture and other sectors to national development
11 make use of entrepreneurial and vocational skills for personal and national development
12 apply research skills for problem-solving
13 demonstrate an understanding and appreciation of issues of human rights, democracy, gender, governance, and other emerging issues

Secondary education outcomes

The secondary education outcomes are categorised into seven sets of essential skills to be acquired by a secondary school graduate. The skills are:

1 citizenship skills
2 ethical and socio-cultural skills
3 economic development and environmental management skills
4 occupational and entrepreneurial skills
5 practical skills
6 creativity and resourcefulness
7 scientific and technological skills

Citizenship skills

1 demonstrate an understanding and appreciation of the symbols of nationhood
2 demonstrate a spirit of patriotism and national unity
3 apply decision-making skills necessary for participation in civic affairs
4 demonstrate a spirit of leadership and service
5 show respect for one's own and other people's rights and responsibilities
6 tolerate other people's attitudes and beliefs
7 demonstrate respect for the rule of law
8 understand characteristics of good governance
9 initiate and implement community development projects
10 demonstrate a sense of good neighbourliness
11 demonstrate a sense of national, regional and international understanding
12 demonstrate cooperative behaviour
13 demonstrate personal and social responsibility

Ethical and socio-cultural skills

14 demonstrate moral, spiritual and ethical attitudes and values
15 appreciate Malawi's diverse cultures and their respective practices
16 appreciate existing national institutions and cultural heritage
17 appreciate the value of the relationship between the individual and society
18 respect one's own and other people's cultures
19 identify beliefs which promote or retard national development
20 evaluate beliefs, taboos and superstitions in relation to national development
21 uphold beliefs which promote national development

Economic development and environmental management skills

22 understand Malawi's economy and economic structure
23 demonstrate entrepreneurial and/or vocational skills for formal or informal employment
24 exploit economic opportunities stemming from agriculture
25 demonstrate an interest in land husbandry, animal husbandry and aquaculture
26 apply appropriate agricultural practices and methods
27 acquire positive attitudes and skills, and apply them to the sustainable development of the natural and physical environment
28 understand the importance of diversified agriculture for Malawi's economy
29 understand the impact of technologies on economic productivity
30 apply relevant technologies to various economic activities
31 apply value addition practices to agricultural and environmental resource utilisation and management
32 appreciate Malawi's environmental resources
33 understand the impact of rapid population growth on natural resources and the delivery of social services
34 apply a variety of measures to conserve Malawi's natural resources
35 apply ICT skills to improve intellectual growth, personal enhancement and communication
36 demonstrate the ability to adapt to climate change and mitigate its impact on the economy and environment

37 appreciate the importance of energy in economic development
38 understand the importance of diversifying the economy through sectors such as tourism, mining and manufacturing

Occupational and entrepreneurial skills

39 demonstrate the spirit of self-reliance through vocational and entrepreneurial activities
40 apply appropriate vocational, occupational and entrepreneurial skills to individual and national advancement
41 demonstrate effective communication skills for the transfer of occupational and entrepreneurial knowledge, skills, attitudes and values
42 apply the principles of science and technology, entrepreneurship and management to promote active and productive participation in the society
43 demonstrate creativity and innovation for the benefit of the individual, community and the nation as a whole
44 demonstrate an understanding of indigenous and non-indigenous knowledge, skills, attitudes and values, and apply them to personal intellectual growth and national development
45 use vocational, occupational and entrepreneurial skills for the creation of economic opportunities in agriculture and other sectors

Practical skills

46 acquire entrepreneurial skills related to agriculture, commerce and industry
47 apply appropriate skills to agricultural, commercial and industrial production
48 demonstrate positive attitudes to manual work
49 demonstrate excellence in any kind of workmanship
50 demonstrate sporting ability and sportsmanship
51 demonstrate the ability to use creative and innovative artistic talents for self-employment

Creativity and resourcefulness

52 demonstrate a spirit of inquiry and creative, critical and lateral thinking
53 use problem-solving techniques to solve practical problems
54 demonstrate an imaginative and creative mind
55 exploit creative potential
56 understand personal strengths and weaknesses and use strengths to promote healthy self-esteem
57 maximise the use of available resources

Scientific and technological skills

58 apply appropriate scientific, technological and vocational skills to improve economic productivity
59 apply relevant innovations in science and technology
60 demonstrate a capacity to utilise appropriate technology
61 demonstrate basic research skills

Rationale for social studies

Social studies seeks to provide students with the knowledge, skills, competences, positive attitudes and values which will enable the students to participate actively, intelligibly and responsibly in daily life activities as citizens of a democratic world. It also seeks to make the students actively participate in social, political and economic development of the nation. The primary purpose of social studies is to help the youth of Malawi have a good understanding about important contemporary issues. This would enable the youths to make informed and rational decisions for the public good and their own good so that they spearhead the development of Malawi as citizens of a culturally diverse and democratic society in an interdependent world.

Core elements and their outcomes

Culture and change

The students will be able to demonstrate an understanding of peoples' cultures in terms of social, economic, political and gender issues in the world.

Civic participation and development

The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

People and the environment

The students will be able to demonstrate an understanding of population and environmental issues, climate change, disaster risk management in terms of national, regional and global contexts.

Sustainable development

The students will be able to demonstrate an understanding of the society and economy and the proper use of resources for continued development of Malawi, Africa and the entire world.

Global issues and development

The students will be able to demonstrate an understanding of global issues in terms of the tensions between national interests and global priorities and how those result in change in societies.

Scope and sequence chart for Forms 1 to 4

Term 1 Core element	Form 1	Form 2	Form 3	Form 4
1 **Culture and change**	**Culture** • Family • Composition of family and family size • Changes in the nature of the family - size - type - roles	**Culture** • African culture - south, centre, east, west, north Africa - cultural identity - characteristics of cultures of south, centre, east, west and north Africa - influence of African cultures of Malawian culture	**Western and eastern cultures** • Impact of western and eastern (oriental) cultures on Malawian and African culture • Culture and religion - influence of culture on religion • Preserving culture - cultural preservation and heritage - importance of preserving culture - strategies - limitations - aspects of culture that promote development	• **Multiculturalism** • Meaning of multi-culturalism • Factors • Impact on development • positive • negative • Unions and associations • Meaning of unions and associations • Roles of unions and associations • Benefits of unions and associations
2 **Civic participation and development**	• Gender roles and responsibilities in the family **Human rights** • History of human rights	**Human rights** • Human rights in the constitution of Malawi • Human rights and democracy • Role of citizens and opposition parties in monitoring human	• Rights of special groups • women • children • people with disabilities • minorities	**National service** • meaning of national service • importance of national service • case studies on

Core element	Form 1	Form 2	Form 3	Form 4
	• Types of rights • Human rights and democracy - limitations - violations • National identity - types of vital registration - importance of vital registration **Civic rights** • Duties of a citizen - paying tax obeying the laws **Civic rights** • Duties of a citizen - paying tax - obeying the laws • Responsibilities of a citizen - respect - tolerance - cooperation - loyalty	rights • Rights and responsibilities of citizens • Vital registration and citizenship identity - birth - death • Civil society - institutions - functions - importance • Civil society - institutions - functions - importance	• accused persons/ prisoners • workers • Cases of violation of human rights • Ways of promoting social justice and fairness for special groups • Institutions responsible for taxes • Ministry of Finance • Reserve Bank of Malawi (RBM)	• national service • ways in which citizens can participate in national service • Civil society • International organisations such as World Vision, UNHCR, UNICEF, USAID and the role of citizens • Civil duties and responsibilities • in a democracy • in unions • in associations

Core element	Form 1	Form 2	Form 3	Form 4
	• Types of citizenship - single - dual • Ways of acquiring citizenship - by birth - by naturalization - by marriage - by registration • Ways of losing a citizenship - renunciation - deprivation act of parliament		• Malawi Revenue Authority (MRA) - roles and responsibilities of these institutions • Stages in formulation of taxes • How different taxes are collected	• National service • self-reliance • decision making • confidence/self esteem • initiative
3 **Sustainable development**	**Socio-economic development** • Family needs and resource management - family income - ways of conserving resources in the family: reduce, reuse, recycle	**Employment** • Types of employment • How different types of employment contribute to national economy • Conditions of service • Pension system • National labour law	**Types of development** • Political development - indicators - effects of political development • Social development - indicators (infrastructure, social services, health etc)(infrastructure, social services, health etc) - effects of social development	**Sustainable development** • Meaning • Importance • Conditions for sustainable development • National and international sustainable development initiatives **Developing nations** • Meaning • Characteristics of

Core element	Form 1	Form 2	Form 3	Form 4
			• Economic development - indicators (GNP, GDP, life expectancy, literacy level, infrastructure, social services) - factors of economic development eg industrialisation, urbanisation, globalisation, privatisation, import substitution, free trade, taxation, financial literacy level, market economy/liberalisation - effects of economic development	developing nations • Developing challenges facing Malawi • Role of donors in developing nations • Donor countries to Malawi **International labour laws** • Key elements of international labour laws • Importance of international labour laws • International labour agreements **People and finances** • Meaning of personal finances • Ways of managing personal finances **Financial institutions** • Meaning of financial institutions

Core element	Form 1	Form 2	Form 3	Form 4

4 **People and environment**	**Population and environment**
	• Human population
	• Population growth
		• Population and resources
		• Responsible practices towards the environment
		• Importance of natural resources to individuals and community
		• Effects of population growth on resources
		• Environmental audit
			Population change
			• Factors that lead to population change
			  • death rate
			  • birth rate
			  • epidemics
			  • natural disaster
			  • unemployment
			  • accessibility to financial resources
			  • wars
			  • political/religious reasons causing migration, immigration and emigration
			• Effects of population growth
			• Effects of population decline
				Population policy
				• Key elements of population policies
				• Factors influencing development of population policies in Malawi
				• Practices that affect the implementation of population policies
				• Ways of eradicating practices that affect the implementation of population policies
				• Programmes for implementing population policies in Malawi

Term 2 **Core element**	**Form 1**	**Form 2**	**Form 3**	**Form 4**
1 **Culture and change**	• Malawian culture • Diversity of Malawian culture • Importance of unity in cultural diversity • Change in Malawian culture - language - religion - dressing - housing - marriage arrangements • Gender biases in Malawi	• Influences of culture on gender bias • Gender equity in the family	**Prejudices and discrimination** • causes of prejudice and discrimination • effects of prejudice and discrimination **Gender issues in Malawi** • Laws and policies that are gender biased • Laws that ensure gender equality and equity • Institutions that promote gender equality and equity • Conventions on gender • Effects of gender bias on development • Ways of achieving gender balance	**Universal morals and values** • Social and ethical values for international life • Importance of social and ethical values for international cooperation **Government of Malawi** • Composition of government of Malawi • Composition and functions of each organ of the central government of Malawi • Sources of revenue for central government • Composition and functions of local government • Sources of revenue for local government • Functions of various statutory corporation • Sources of revenue for statutory corporation

Core element	Form 1	Form 2	Form 3	Form 4
2 **Civic participation and development**	**Constitution** • Types of constitutions - written - unwritten • Principles of the constitution • How constitutions are made • The constitution of Malawi • Supremacy of the constitution **Peaceful coexistence** • Importance of peaceful coexistence • History of peaceful coexistence • Conflict in the home and community • Causes and effects of conflicts in the: - home - community - nation	**Taxation** • types • principles of taxation • importance of taxation • rights and responsibilities of tax-payers **Government** • Types of governments • Democracy • Types of democracy • The role of political parties in democracy • Characteristics of good governance • Role of citizens in good governance • Conflict resolution • National institutions that assist in conflict resolution - traditional leaders - church - trade unions - PAC (public Affairs Committee) - ombudsman	**Social justice** • Principles of peaceful coexistence • Violence • in the home • school • community • International conflicts and resolutions • causes • effects • Refugee crises in Africa and the world • meaning of the terms "refugee", " asylum seekers" and "stateless persons" • areas of concentration of refugees • impact of refugee • conventions on the protection of refugees and stateless people • challenges in the implementation of the conventions **Government** • Systems of government • Role of the state	**Taxation** • Process of registering for tax • Importance of registering for tax • Importance of keeping business records for tax purposes • Importance of declaring and paying the correct amount of tax • Importance of tax audit • Tax offences and penalties • Forms of tax exemption and incentives **Meaning of tax agreement** • Impact of tax agreements on development

Core element	Form 1	Form 2	Form 3	Form 4
		• Functions of the institutions that assist in conflict resolution • Causes and effects of conflicts in Africa • Process of conflict resolution • Regional organs that assist in conflict resolution - AU - SADC • Strategies for conflict resolution - contact and dialogue - embargo - sanctions - peace keeping - peace making	**Elections** • Electoral process in Malawi • Role of voters Functions and duties of the electoral commission in Malawi	

Core element	Form 1	Form 2	Form 3	Form 4
3 **Sustainable development**	**Financial management** • Personal finance management - budgeting - saving - investment	• Investment - types of investment - sources of capital investment - capital markets - money markets - importance of capital markets in economic development - terms and conditions of investments opportunities - investment opportunities - importance of investment on economic development • Economic development - Sectors of the economy - contributions of different sectors of economy to economic development	• Technological development - indicators - effects • Socio-economic problems • unemployment • inflation/devaluation • housing • over-indebtedness causes effects	• Taxation - role of taxation in development - challenges of revenue collection **Gender and development** • Indicators of gender balance and development • Platforms of action to promote gender balance • Importance of gender balance in development
4 **People and environment**	**Human population and environment** • Population and resources • Population and resources • Effects of high population growth on resources	• Population and resources - effects of population growth on resources • Responsible and irresponsible Human practices towards environmental resources • Importance of resources to the individual and community	**Interdependence in the ecosystem** • Interdependence of people, living and non-living things in the eco-system	**Population and social behaviour** • Importance of caring for the STIs including HIV and AIDS patients • Ways of caring for

Core element	Form 1	Form 2	Form 3	Form 4
	• Importance of resources on population growth • Responsibilities of citizens towards resources		**People and environment** • Effects of negative attitudes towards the environment • Effects of positive attitudes towards the environment	• STIs including HIV and AIDS patients • Importance of hospital and home based care for HIV and AIDS patients • Ways of avoiding STIs including HIV and AIDS when caring for patients • Institutions that deal with guidance and counselling of HIV and AIDS • Methods of guidance and counselling for AIDS patients and guardians • Importance of guidance and counselling for HIV and AIDS patients and guardians • Consequences of lack of guidance and counselling of STD's and HIV and AIDS patients and guardians **Drug substance and use abuse** • Causes of drug substance use and abuse • Effects of drug substance use and abuse • Impact of drug substance use and abuse

Term 3 Core element	Form 1	Form 2	Form 3	Form 4
1 **Culture and change**	**Social and moral issues** • Moral and ethical codes of conduct - home - school • Social problems • Virtues related to family life (love and obedience) • Adolescence and social environment • Responsible adolescence and interpersonal relationships - parents - peers at home and school - teachers - society • Good health habits	**Moral values** • Expected moral values of boys and girls • The effects of breakdown of moral values - HIV and AIDS - drug, alcohol and substance abuse, sexually transmitted diseases - crime - breakdown of law and order • Ways of avoiding breakdown of moral values • Social skills - cultural competence - assertiveness - self esteem - decision making - stress and anxiety management	**Courtship and marriage** • Courtship - meaning - types - importance • Marriage - meaning - factors - how to prepare for marriage - ways of entering into marriage - importance of marriage - preserving marriage - factors promoting good marriage	**International peace initiatives** • Examples of international peace initiatives • Successes and failures of international peace initiatives

Core element	Form 1	Form 2	Form 3	Form 4
2 **Civic Participation and Development**	**Corruption** • Forms of corruption • Causes of corruption • Consequences of corruption • Ways of uprooting corruption **Law and order** • The role of the citizen in the maintenance of law and order in the country • The role of the police in the maintenance of law and order in the country **Social services** • Services provided by social services institutions • Importance of services provided by social services institutions • Importance of standards in provision of social services • Effects of poor standards on social services • Effects of rapid population on social services • Importance of caring for social services • Role of citizens in the provision and caring of social services	**Social justice** • Social justice - In the home - In the community • Importance of social justice • Institutions that administer justice - Structure of judicial system in Malawi eg, chiefs and courts • the role of chiefs in administering justice **Social service** • Social service institutions • Organisations that provide social services • Citizens and social services • Need for standards in social services • Quality • Durability • Provision of social services for people with special needs and for special groups - orphans - children - street children • voluntary services	**Security** • Meaning of security • The role of the police in the security of the country • The role of the army in the security of the country • Importance of security in the country **Corruption and the law** • Establishment of the ACB • Functions of the ACB • The role of the public in curbing corruption **Comparative studies of social injustice in Africa** • Causes of social injustice in Africa - Poverty - discrimination - oppression - corruption - in government - in private sector	**Social justice** • Organisations that promote social justice • Role of international organisations in promoting social justice • International court of justice • International police (Interpol) • Amnesty international • United Nations (UN) • International Criminal Court (ICC) • Importance of promoting social justice in the world

Core element	Form 1	Form 2	Form 3	Form 4

			Social services
			• Meaning of the term 'community participation'
			• Mobilising community support
			  • organising meetings
			  • campaigns
			• Comparative studies on provision and care of social services in Africa
			  • education
			  • water
			  • electricity
			  • health
			  • sanitation
			  • transport
			  • communication
			• How provision and care of social services contribute to social economic development
				Social services
				• Safeguarding the environment for social services
				  • forests
				  • water
				  • transport
				• Caring for social services
				• Critical issues on social services
				  • quality
				  • accessibility
				  • affordability
				  • availability
				  • types
				• How critical issues affect development
				• Renowned persons in the provision of social services

Core element	Form 1	Form 2	Form 3	Form 4
3 **Sustainable development**		**Gender and sustainable development** • Gender equality and equity • Gender roles, rights and responsibilities of family members • Gender biases in Malawi • Ways of achieving gender equality and equity	**Gender issues in Africa** • Ways of achieving gender balance • Conventions on gender in Africa • Effects of gender bias on development **Social economic problems** • Role of the Credit Reference Bureau(CRB) in controlling over-indebtedness • Devaluation - causes - effects	
4 **People and environment**	• Peoples' responsibilities towards environmental resources		• Climate change • Disaster risk management	• World cooperation - International interventions eg Commonwealth, UN agencies, Voluntary organisations, Green Peace Movement, COMESA, SADC, OECD and AFI

Core element	Form 1	**Form 2**	**Form 3**	Form 4
5 **Global issues and development**	**Interdependence of nations** • Forms of interdependence • Importance of interdependence - To improve efficiency - To save costs - To promote relationships - To promote sharing of resources	**Interdependence of nations** • Organisations promoting cooperation - COMESA - FIFA - Commonwealth - COSAFA - SADC - ECOWAS - EEC - GATT - World Bank - ADB - AU - World Customs Operations (WCO) • Ways in which organisations promote cooperation among nations	• Global issues and challenges - globalisation of the economy (multi-national companies) - technology - epidemics - land mines - disasters - environment - terrorism - good governance - north/south disparities - status of the world population • Implications of global issues on development	• Prominent personalities - Mother Theresa - Kamuzu Banda - Julius Nyerere - Kwame Nkhrumah - Winnie Mandela - Princess Diana - Jailos Jilli

Teaching syllabus for Forms 3 and 4

Form 3 Term 1
Core element: Culture and change
Outcome: The students will be able to demonstrate an understanding of people's cultures in terms of social, economic, political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the impact of western and eastern cultures on Malawian and African culture	The students must be able to: 1 examine the impact of western and eastern cultures on Malawian and African culture	**Western and eastern cultures**	• researching on the impact of western and eastern cultures on Malawian and African culture • discussing the impact of western and eastern cultures on Malawian and African culture • analysing case studies on the impact of western and eastern cultures on Malawian and African culture	• discussion • question and answer • essays • teacher observation • research • case studies	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 identify different cultures and religions 3 explain the influence of culture on religion		• brainstorming western, eastern and African cultures and religions • researching on western, eastern and African cultures and religions • discussing western, eastern and African cultures and religions • brainstorming the influence of different cultures on religion • researching on the influence of different cultures on religion • discussing the influence of different cultures on religion	• discussion • presentation • research • brainstorming • teacher observation • question and answer • essay • case study	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the importance of preserving culture	The students must be able to: 1 explain the meaning of the terms *cultural preservation* and *cultural heritage* 2 describe the strategies used for preserving culture	**Cultural preservation**	• brainstorming the difference between cultural preservation and cultural heritage • discussing the difference between cultural preservation and cultural heritage • brainstorming strategies used for preserving culture • discussing strategies used for preserving culture such as cultural heritage sites eg museums, stories/folk tales, traditional dances, books, curriculum, beliefs and practices and maintenance of traditional chains of command	• brainstorming • question and answer • teacher observation • essay writing • group discussion • field trips • narrations(story telling) • peer assessment	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • rubrics

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning & assessment resources
	3 explain the importance of preserving culture 4 describe the constraints faced in the process of preserving culture 5 explain the relationship between culture and development		• brainstorming the importance of preserving culture • discussing the importance of preserving culture such as identity, culture sustenance and passing on culture from generation to generation • brainstorming the constraints faced in preserving culture • discussing the constraints faced in preserving culture eg modernisation, media, changes in ideologies between generations, resistance of new generations, need for change and lack of resources • brainstorming the relationship between culture and development • discussing the relationship between culture and development using case studies in Malawi	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the rights of *special groups*	The students must be able to: 1 identify special groups in society	**Rights of special groups**	• brainstorming the meaning of the term *special groups* • identifying examples of special groups • collecting statistical data on different special groups • drawing graphs depicting different special groups	• brainstorming • discussion • question and answer • role playing • debate • interviewing • short essays • project work • observation • drawing graphs • report writing • analysis of maps	• checklists • pictures • constitutions • students' experiences • resource persons • textbooks • newspaper reports and articles • radio, video and TV news • internet • local community • world map/atlases

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 analyse the rights of special groups 3 explain the importance of protecting the rights of special groups		• researching on rights of special groups • identifying conventions on rights of special groups • discussing the importance of observing the rights of special groups • role playing situations depicting the protection of the rights of special groups	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 describe cases of violations of human rights for special groups		• brainstorming cases of human rights violations for special groups worldwide – genocide – discrimination – child-labour – child negligence – forced prostitution – torture of prisoners – slavery – mutilation of female genital organs • discussing cases of human rights violations for special groups	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies
	5 suggest ways of promoting social justice and fairness for special groups		• brainstorming ways of promoting social justice and fairness for special groups • discussing ways of promoting social justice and fairness for special groups		

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and emerging issues in relation to development.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of institutions responsible for taxes	The students must be able to: 1 identify institutions responsible for taxes	**Taxation**	• brainstorming institutions responsible for taxes – MRA – RBM – Ministry of Finance – National Assembly (Parliament) – Ministry of Justice • discussing the roles and responsibilities of institutions responsible for taxes : – MRA – RBM – Ministry of Finance – National Assembly (Parliament) – Ministry of Justice	• brainstorming • discussion • question and answer • role play • interview • short essays • observation • report writing • field project • checklists • research	• pictures • students' experience • resource persons • textbooks • newspaper reports and articles • radio, video and TV news • internet • local community • sample tax return forms

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 describe the stages followed in formulating and changing taxes		• identifying different stages followed in formulating and changing taxes • discussing roles of different institutions in formulating and changing taxes: – MRA – Ministry of Finance – National Assembly (Parliament) – Ministry of Justice – Malawi Confederation of Chamber of Commerce and Industry (MCCI) • discussing the role of citizens in formulating and changing taxes	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies
	3 describe how different taxes are collected		• discussing ways of collecting different taxes such as PAYE, withholding tax, corporate tax, VAT and customs duty • filling tax returns forms		

Core element: Sustainable development

Outcome: The students will be able to demonstrate an understanding of the society and economy and the proper use of resources for continued development of Malawi, Africa and the entire world.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of pension systems in Malawi	The students must be able to: 1 describe the meaning of the term *pension* 2 identify different types of pension schemes 3 describe the difference between *defined benefits* and *defined contributions* pension scheme	**Employment**	• brainstorming the meaning of the term *pension* • discussing the meaning of the term *pension* • brainstorming different types of pension • discussing different types of pension schemes • brainstorming the difference between *defined benefits* and *defined contributions* pension scheme • discussing the difference between *defined benefits* and *defined contributions* pension scheme	• brainstorming • discussion • debate • case study • research • question and answer • role play	• students' experiences • checklists • rubrics • local environment • charts

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 identify the necessary procedures in defined contribution pension scheme 5 explain the importance of pension schemes 6 explain the conditions in transferring pension benefits		• brainstorming the procedures in making contributions to a defined contribution pension scheme • discussing the procedures in making contributions to a defined contribution pension scheme • debating the importance of pension schemes • discussing the importance of pension schemes • brainstorming the conditions in transferring pension benefits from one pension fund to another • discussing the conditions in transferring pension benefits from one pension fund to another	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	7 describe the conditions for accessing pension benefits 8 identify the key provisions in the Pensions Act		• brainstorming the conditions for accessing pension benefits • discussing the necessary conditions in accessing pension benefits • analysing case studies on pension schemes • reading the provisions in the Pensions Act (2011) • outlining the key provisions in the Pensions Act (2011) • discussing the key provisions in the Pensions Act (2011) - all employees must be on a pension scheme - contributory pension approach, - minimum contribution rates: 10% employer and 5% employee, - employer and employee can agree to adjust contributions upwards, - employer to provide life insurance cover of one times annual pensionable emoluments - employee can transfer pension benefits	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play • brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	9 describe the rights and responsibilities of pension beneficiaries		• brainstorming the rights and responsibilities of pension beneficiaries • discussing the rights and responsibilities of pension beneficiaries eg right to transfer pension benefits at least once in every two years without giving reasons	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of development	The students must be able to: 1 explain the meaning of the term *development* 2 explain the importance of development to a nation 3 identify aspects of development	**Development**	• brainstorming the meaning of the term *development* • discussing the meaning of the term *development* • brainstorming the importance of development to the nation • discussing the importance of development to the nation • researching aspects of development • reporting on findings of aspects of development • discussing aspects of development	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • brainstorming	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: demonstrate an understanding of political development	The students must be able to: 1 explain the meaning of the term *political development* 2 describe indicators of political development	**Development**	• brainstorming the meaning of the term 'political development' • discussing the meaning of the term *political development* • brainstorming indicators of political development • researching on indicators of political development • discussing indicators of political development eg political institutions, frequent parliamentary sessions, political awareness, tolerance, ability to choose own leaders and ability to criticise)	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain how political development affects the lives of citizens		• researching on the effects of political development on the lives of citizens • reporting on the effects of political developments on the lives of citizens • discussing the effects of political developments on the lives of citizens	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of social development	The students must be able to: 1 explain the meaning of the term *social development* 2 describe indicators of social development 3 identify a social development initiative in the community	**Development**	• brainstorming the meaning of the term *social development* • discussing the meaning of the term *social development* • brainstorming indicators of social development • discussing indicators of social development such as infrastructures and social services, health • drawing maps of a local community showing social development initiatives • discussing local development initiatives	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • map drawing • brainstorming	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • checklist • social development maps

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 assess the impact of social development initiatives on the lives of people in the community and nation 5 explain how economic development affects the lives of people		• interviewing local people on the impact of social development initiatives on their lives • discussing the impact of social development initiatives on the lives of people in the community and nation • brainstorming how economic development affects the lives of • discussing how economic development affects the lives of people	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of economic development	The students must be able to: 1 explain the meaning of the term *economic development* 2 describe indicators of economic development 3 identify factors that contribute to economic development	**Development**	• brainstorming the meaning of the term *economic development* • discussing the meaning of the term *economic development* • brainstorming indicators of economic development • discussing indicators of economic development such as literacy levels, health, infrastructures, GNP, GDP and life expectancy • researching on factors affecting economic development • discussing factors affecting economic development eg availability of resources, taxation, urbanisation, peace, cooperation, economic policies (privatisation, liberalisation and free trade)	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • map drawing • brainstorming	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • checklists • social development maps

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 analyse how the factors contribute to economic development		• researching how the factors contribute to economic development • reporting on how the factors contribute to economic development • discussing how the factors contribute to economic development	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues, climate change, and disaster risk management in terms of national, regional and global contexts.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of population change	The students must be able to: 1 explain characteristics of population change	**Population change**	• discussing characteristics of population change in terms of growth and decline • analysing population charts, graphs, census materials on population change • drawing population change graphs and charts from population census data	• discussion • question and answer • teacher observation • brainstorming • teacher observation • peer assessment • future's wheels	• newspaper articles • charts • markers • library books • textbooks • students' experiences • local community • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain the factors that lead to population change		• brainstorming factors that lead to population change • discussing factors that lead to population change eg death rate, birth rate, epidemics, natural disasters accessibility to financial resources and wars	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of knowledge of population and environmental issues including climate change, disaster and risk management in terms of national, regional, and global context.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the effects of population change in a country	The students must be able to: 1 explain the effects of population growth in a country	**Population change**	• surveying the effects of population change and reporting the findings • discussing the effects of population growth in a country - pressure on resources - loss of human resources - unemployment - overcrowding - poverty - increase in crime	• group discussion • panel discussion • surveys/projects • future's wheels • debate • written reports • essays • teacher observation	• local community • students' experiences • questionnaires • charts • pictures • case studies • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 examine the effects of population decline		• discussing the effects of population decline such as - reduced pressure on resources - availability of employment opportunities - improved standards of living • debating on the importance of population decline	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Term 2
Core element: Culture and change
Outcome: The students will be able to demonstrate an understanding of people's cultures in terms of social, economic, political and gender issues in the world

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the effects of prejudice and discrimination in society	The students must be able to: 1 explain the relationship between prejudice and discrimination 2 identify the causes of prejudice and discrimination 3 examine the effects of prejudice and discrimination	**Prejudice and discrimination**	• brainstorming the difference between prejudice and discrimination • discussing the relationship between prejudice and discrimination • researching on the causes of prejudice and discrimination • discussing the causes of prejudice and discrimination • brainstorming the effects of prejudice and discrimination • discussing the effects of prejudice and discrimination	• brainstorming • discussion • group work • research • role play • case study • peer assessment	• resource persons • textbooks • brochures • sign language interpreters • braille materials • case studies • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of gender issues in Malawi	The students must be able to: 1 identify laws and policies that are gender biased in Malawi 2 identify laws and policies that have been revised to ensure gender equality and gender equity in Malawi	**Gender issues in Malawi**	• researching on laws and policies that are gender biased in Malawi • discussing laws and policies that are gender biased in Malawi • analysing case studies on gender bias in Malawi • researching on laws and policies that have been revised to ensure gender equality and gender equity in Malawi • discussing laws and policies that have been revised to ensure gender equality and gender equity in Malawi	• question and answer • essays • short answers and questions • discussion • presentation • research • brainstorming • teacher observation • essays • case studies	• textbooks on gender • students experiences • audio-visual aids • magazines • newspapers • flip charts • resource persons • sign language interpreters

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify institutions in Malawi that promote gender equity and gender equality 4 describe conventions on gender in Malawi		• brainstorming institutions that promote gender equity and gender equality in Malawi • discussing institutions that promote gender equity and gender equality in Malawi • researching on conventions on gender in Malawi • analysing conventions on gender in Malawi	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 identify gender issues in Malawi 6 explain the effects of gender biases on development 7 suggest ways of achieving gender balance in Malawi		• researching on gender issues in Malawi • discussing gender issues in Malawi • brainstorming the effects of gender biases on development • analysing case studies on the effects of gender biases on development • brainstorming ways of achieving gender balance in Malawi • analysing case studies of achieving gender balance in Malawi	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of Government	The students must be able to: 1 describe the role of the state	**Government**	• brainstorming the meaning of the term *state* • discussing the functions and duties of the state • discussing the responsibilities of the president	• brainstorming • discussion • question and answer • role play • debate • interviewing • short essays • teacher observation • report writing	• pictures • constitutions • students' experiences • resource persons • textbooks • newspaper reports and articles • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 compare systems of government		• brainstorming systems of government – federal – republic • analyzing the characteristics of systems of government • debating on the strength and weaknesses of each system of government	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the electoral process in Malawi	The students must be able to: 1 describe the electoral process in Malawi 2 explain the role of voters in an electoral process	**Elections**	• brainstorming the electoral process in Malawi • discussing the electoral process in Malawi – establishment of the Electoral Commission – registration of voters – nomination of candidates – establishing polling stations • discussing the role of voters in an electoral process • role playing the electoral process in Malawi	• brainstorming • discussion • question and answer • role play • debate • interview • short essays • teacher observation • report writing	• pictures • constitutions • students' experiences • resource persons • textbooks • newspaper reports and articles

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe duties and functions of the Electoral Commission		• discussing the duties and functions of the Electoral Commission – demarcation of constituency boundaries – review of existing constituency boundaries – determining electoral petitions and complaints • analyzing duties and functions of the Electoral Commission	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of peaceful co-existence	The students must be able to: 1 explain principles of peaceful co-existence 2 identify violence in the home, school and community 3 describe ways of preventing violence in the homes, school and community	**Peaceful co-existence**	• brainstorming the principles of peaceful coexistence • discussing principles of peaceful coexistence • brainstorming forms of violence in the home, school and community • discussing violence in the home, school and community • suggesting ways of preventing violence in the home, school and community • discussing ways of preventing violence in the home, school and community	• brainstorming • discussion • question and answer • teacher observation • peer assessment • future's wheels • role play	• newspaper articles • charts • library books • textbooks • checklists • resource persons • students' experiences

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of international conflicts	The students must be able to: 1 identify causes of international conflicts 2 explain the effects of international conflicts on development	**International conflicts**	• brainstorming causes of international conflicts • discussing causes of international conflicts • analysing case studies on international conflicts • drawing a map and locating areas where conflicts have occurred • discussing the effects of conflicts on development • developing future's wheels on the causes and effects of conflicts • analysing the effects of international conflicts on social and economic lives of people	• brainstorming • discussion • question and answer • teacher observation • peer assessment • future's wheels	• newspaper articles • charts • markers • library books • textbooks • radio, video, and TV news • internet • local community

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of refugee crises in Africa and the world	The students must be able to: 1 explain the meaning of the terms *refugee asylum seeker* and *stateless persons* 2 identify areas of refugee concentration in the world 3 explain the impact of refugees in the world	**Refugee crises in Africa and the world**	• brainstorming the meanings of the terms *refugee asylum seeker* and *stateless persons* • discussing the meanings of the terms *refugee asylum seeker* and *stateless persons* • brainstorming areas of refugee concentration in the world • locating areas of refugee concentration in the world • brainstorming the impact of refugees in the world • discussing the impact of the refugees in the world • role playing the impact of the refugees in the world	• brainstorming • discussion • role play • research • future's wheels • drama • question and answer • case studies	• students' experiences • world maps • resource persons • pictures • checklists • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			• collecting data on impact of refugees in the world • drawing graphs from the data on the impact of refugees • analysing case studies on the impact of refugees	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies
	4 examine the conventions for the protection of refugees and stateless persons		• brainstorming conventions for the protection of refugees and stateless persons • discussing conventions for the protection of refugees and stateless persons		
	5 explain the challenges faced in the implementation of conventions		• brainstorming challenges faced in the implementation of conventions • discussing the challenges faced in the implementation of conventions		

Core element: Sustainable development
Outcome: The students will be able to demonstrate an understanding of the society and economy.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of technological development	The students must be able to: 1 explain the meaning of the term 'technological development ' 2 identify the indicators of technological development	**Development**	• brainstorming the meaning of the term 'technological development ' • discussing the meaning of the term 'technological development ' • brainstorming the indicators of technological development • discussing the indicators of technological development	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • brainstorming	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • checklists • social development maps

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe effects of 'technological development '		• researching on how technological development affects the lives of citizens • reporting on how technological development affects the lives of citizens • discussing the positive and negative effects of technological development on the lives of citizens	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • map drawing • brainstorming	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 explain factors that contribute to technological development 5 identify countries that are technologically advanced		• brainstorming factors that contribute to technological development • researching on how the factors contribute to technological development • discussing how the factors contribute to technological development • identifying countries that are technologically advanced • locating countries that are technologically advanced on a world map • drawing timelines to show dates for major technological developments from the mid 20th century to present	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of social economic problems	The students must be able to: 1 explain the meaning of the term 'social economic problems' 2 identify examples of social economic problems	**Social economic problems**	• brainstorming the meaning of the term 'social economic problems' • discussing the meaning of the term social economic problems • brainstorming examples of social economic problems • discussing examples of social economic problems such as unemployment, inflation, devaluation and over-indebtedness	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • map drawing • brainstorming	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the term *devaluation* 4 describe the causes and effects of devaluation		• brainstorming the meaning of the term *devaluation* • discussing the meaning of the term *devaluation* • brainstorming the causes and effects of devaluation • discussing the causes and effects of devaluation	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 explain the meaning of *over-indebtedness* 6 describe the causes and effects of over-indebtedness 7 explain the roles of credit reference bureaus in controlling over-indebtedness		• brainstorming the meaning of the term *over-indebtedness* • discussing the meaning of the term over-indebtedness • brainstorming the causes and effects of over-indebtedness • discussing the causes and effects of over-indebtedness • brainstorming roles of Credit Reference Bureaus (CRB) in controlling over-indebtedness • discussing roles of credit reference bureaus in controlling over-indebtedness	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of interdependence that exist among people, living and non-living things in the eco-system	The students must be able to: 1 identify cases of interdependence among people, living and non-living things in the eco-system	**Inter - dependence in the eco-system**	• brainstorming components of the ecosystem • discussing components that make up the eco-system eg people, land, air, water, vegetation and animals • conducting a field trip around the school to identify interdependence among people, living and non-living things • drawing arrows to connect components of eco-systems that depend on each other	• brainstorming • survey/project • debate • written reports • essays • teacher observation • group work • discussion	• local environment • textbooks • students' experiences • charts • raised pictures • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain how people, living and non-living things depend on each other		• discussing ways in which people, land, air, water, animals and vegetation depend on each other • conducting a field trip to establish ways in which components of the eco-system depend on each other • debating on the importance of each component of the eco-system eg *"Life would be impossible without water"*, *"Without vegetation, animals would not exist."*	• debate • teacher observation • short answer questions • group discussion • field trips	• local community • textbooks • students' experiences • newspaper articles • wildlife pictures • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of effects of people's attitudes towards the environment	The students must be able to: 1 explain the effects of negative attitudes towards the environment	**People and environment**	• discussing the effects of negative attitudes towards the environment - air, water, and land pollution - over-fishing - deforestation - bush fires - inappropriate agricultural practices • surveying school surroundings to observe the effects of negative attitudes towards the environment • analysing a case study on the effects of negative attitudes towards the environment	• group discussion • surveys • case study • future's wheels • essays • short answer questions • rubrics • field trips • drama	• local environment • students' experiences • textbooks • raised pictures • posters • survey reports

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 describe the effects of positive attitudes towards the environment		• dramatising the effects of positive attitudes towards the environment eg afforestation, re-afforestation, fish management, forest management, land management and reducing air, water, and land pollution • appreciating the effects of positive attitudes towards the environment	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Term 3
Core element: Culture and change
Outcome: The students will be able to demonstrate an understanding of people's cultures in terms of social, economic, political and gender issues in the world.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the importance of courtship and marriage	The students must be able to: 1 explain the meaning of the term *courtship* 2 identify different ways of courtship 3 explain the importance of courtship	**Courtship and marriage**	• brainstorming the meaning of the term *courtship* • discussing the meaning of the term *courtship* • discussing different ways of courting • role playing different ways of courting • brainstorming the importance of courtship • debating the importance of courtship	• oral questions and answers • teacher observation • essay • discussion • debate • brainstorming • role play	• textbooks • resource persons • students' experiences • magazines • audio-visual aids • local community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 explain the meaning of the term *marriage* 5 describe factors to consider when choosing a marriage partner 6 describe ways in which people should prepare for marriage		• brainstorming the meaning of the term *marriage* • discussing the meaning of the term *marriage* • brainstorming factors to consider when choosing a marriage partner • discussing factors to consider when choosing a marriage partner • brainstorming ways in which people should prepare for marriage • discussing ways in which people should prepare for marriage	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	7 identify different ways through which people enter into marriage 8 identify factors which help to preserve marriage		• role playing ways of entering into marriage • discussing different ways through which people enter into marriage • analysing case studies on ways of entering into marriage • researching factors that help to preserve marriage • discussing factors that help to preserve marriage • role playing factors that help to preserve marriage	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	9 explain the importance of marriage 10 describe the factors that promote good marriage relationships		• debating on the importance of marriage • discussing the importance of marriage • brainstorming the factors that promote good marriage relationships • discussing factors promote good marriage relationships	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic participation, social justice, peaceful coexistence, social services and other issues in relation to development.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of roles of the police and army in the provision of security in the country	The students must be able to: 1 explain the term *security*	**Security**	• brainstorming the meaning of the term *security* • discussing the meaning of the term *security*	• question and answer • discussion • research • peer assessment • group assessment • structured questions • essay questions • role play • debate	• resource persons • newspaper articles • students experiences • textbooks • chart paper • rubrics • checklists • raised pictures • audio visual materials • braille materials

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain the roles of the police in the provision of internal security 3 describe the roles of the army in the provision of security 4 explain the importance of security in the country		• brainstorming roles of the police in the provision of internal security • discussing roles of the police in the provision of internal security • brainstorming the roles of the army in the provision of security • discussing the roles of the army in the provision of security • brainstorming the importance of security in the country • discussing the importance of security in the country	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the role of the Anti-corruption Bureau (ACB) in Malawi	The students must be able to: 1 explain the establishment of the ACB 2 describe the functions of the ACB	**Corruption and the law**	• discussing the establishment of ACB in Malawi • analysing the reasons why ACB was established • brainstorming the functions of the ACB in curbing corruption • discussing the functions of the ACB in curbing corruption such as receiving and handling complaints, prevention of corruption, investigating, prosecuting • analysing the functions of the ACB in curbing corruption	• question and answer • discussion • research • peer assessment • group assessment • structured questions • essay questions • educational visits • brainstorming	• resource persons • newspaper articles • students' experiences • textbooks • chart paper • rubrics • checklists • raised pictures • audio-visual aids • braille materials • brochures

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify the roles of the public in curbing corruption		• brainstorming the roles of the public in curbing corruption • discussing the roles of the public in curbing corruption such as reporting cases of corruption, rejecting/resisting corruption and educating others	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the causes of social injustice in Africa	The students must be able to: 1 explain the causes of social injustice in Africa 2 compare social injustice in selected African countries	**Social injustice in Africa**	• brainstorming causes of social injustice in Africa • discussing causes of social injustice in Africa • identifying examples of social injustice in selected African countries • discussing social injustice in selected African countries • analysing case studies of social injustice in selected African countries in form of poverty, discrimination, oppression, corruption in government and private sector	• brainstorming • question and answer • discussions • research • short essays • teacher observation	• audio visual aids • newspaper articles • students' experiences • rubrics • resource persons • braille materials • checklists • local community • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of community participation in the provision of social services	The students must be able to: 1 explain the term *community participation* in the provision of social services	**Social services**	• brainstorming the meaning of the term *community participation* in the provision and care for social services • discussing the meaning of the term *community participation* in the provision and care for social services	• brainstorming • discussion • question and answer • structured questions • essay questions • teacher observation	• audio visual aids • newspaper articles • students' experiences • rubric • resource persons • braille materials • checklists • textbooks • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 identify ways of mobilising community participation in the provision and care for social services		• brainstorming ways of mobilising community participation in the provision and care for social services • discussing ways of mobilising community participation in the provision and care for social services such as organising meetings, awareness campaigns	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the provision and care for social services in Africa	The students must be able to: 1 compare the provision and care for social services in selected African countries	**Social services**	• brainstorming similarities and differences in the provision and care for social services in selected African countries • discussing similarities and differences in the provision and care of social services in selected African nations such as Kenya, Botswana, Mozambique and Malawi in relation to education, water, electricity, housing, health, sanitation, transport, and communication	• discussion • question and answer • case study • structured questions • essay questions • teacher observation • research	• audio visual aids • newspaper articles • students' experiences • rubrics • resource persons • braille materials • checklists • local community • internet

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain how the provision and care for social services contribute to socio-economic development in selected African countries		• brainstorming ways in which provision and care of social services contribute to socio-economic development • discussing ways in which provision and care for social services contribute to socio-economic development such as improved standards of living, boosting production and infrastructure development	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of gender issues in Malawi and Africa	The students must be able to: 1 identify gender issues in Africa 2 suggest ways of achieving gender balance in Africa 3 describe conventions on gender in Africa 4 explain the effects of gender bias on development	**Gender issues in Africa**	• researching on gender issues in African countries • discussing gender issues in some African countries • brainstorming ways of achieving gender balance in Africa • analysing case studies on ways of achieving gender balance in Africa • researching on conventions on gender in Africa • discussing conventions on gender in Africa • brainstorming the effects of gender bias on development • analysing case studies on the effects of gender bias on development	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • teacher observation	• resource persons • textbooks • case studies • local environment • students' experiences • braille materials • newspaper articles • magazines

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of climate change	The students must be able to: 1 explain the meaning of the tern 'climate change' 2 describe the socio-economic impact of climate change 3 identify climatic disasters in Malawi	**Climate change**	• brainstorming the meaning of the term 'climate change' • discussing the meaning of the term 'climate change' • surveying the environment for signs of climate change • discussing the socio-economic impact of climate change • drawing climate charts and graphs • analysing climate change impact reports • brainstorming disasters related to climate change • discussing disasters in relation to climate change	• discussion • question and answer • teacher observation • brainstorming • teacher observation • peer assessment • future's wheels	• newspaper articles • charts • markers • libraries • textbooks • local environment • checklists • case studies

Core element: People and Environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues including climate change, disaster and risk management in terms of national, regional and global context.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of common disasters that affect Malawi	The students must be able to: 1 explain the terms *disaster*, *risk*, and *disaster risk management*	**Disaster risk management**	• brainstorming the meaning of the terms *disaster*, *risk* and *disaster risk management* • discussing the meaning of the terms *disaster*, *risk* and *disaster risk management*	• brainstorming • group discussions • panel discussions • case studies • teacher observation • essays • short answer questions	• students' experiences • newspaper articles • textbooks • local environment • case studies • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain types of disasters 3 identify common disasters affecting Malawi		• brainstorming types of disasters - climatic disasters such as floods, drought, famine - geomorphologic disasters such as earthquakes - biological disasters such as epidemics • discussing types of disasters • brainstorming common disasters affecting Malawi • discussing common disasters affecting Malawi eg earthquakes and earth tremor, drought, famine, floods, cyclones, and epidemics	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 describe the effects of disasters on individuals, communities and nations 5 suggest preventive and mitigation measures for different types of disasters 6 explain the advantages of managing disaster risks over managing disasters		• brainstorming the effects of disasters on the individual, community and nation • discussing the effects of disasters on individuals, community and the nation • brainstorming the possible preventive and mitigation measures for different types of disasters • discussing the effectiveness of the suggested preventive and mitigation measures for disasters • brainstorming on advantages of managing a disaster risk over managing a disaster • debating on advantages of managing a disaster risk over managing a disaster	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Global issues and development

Outcome: The students will be able to demonstrate an understanding of knowledge of global issues in terms of the tensions between national interests and global priorities and how this result in change in societies.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of global issues and challenges	The students must be able to: 1 explain global challenges faced in 21st century 2 explain the implications of global issues and challenges on development 3 explain the efforts being made to deal with global issues and challenges	**Global issues and challenges**	• brainstorming global issues faced in 21st century • discussing global issues faced in 21st century • brainstorming implications of global issues and challenges on development • discussing implications of global issues and challenges • brainstorming efforts being made to deal with global issues and challenges • analysing case studies on the efforts being made to deal with global issues and challenges	• discussion • question and answer • teacher observation • brainstorming • teacher observation • peer assessment	• chart paper • maps • markers • newspaper articles • textbooks • resource persons • case studies

Form 4 Term 1

Core element: Culture and change

Outcome: The students will be able to demonstrate an understanding of people's cultures in terms of social, economic, political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of multi-culturalism	The students must be able to: 1 explain the meaning of the term *multiculturalism* 2 describe factors that enhance multiculturalism	**Multi-culturalism**	• brainstorming the meaning of the term *multiculturalism* • discuss the meaning of the term multiculturalism • researching on factors that enhance multiculturalism (eg modernity, religion, ethnicity, race, politics, migration, intermarriages, and trade) • discussing factors that enhance multiculturalism	• discussion • group work • question and answer • teacher observation • brainstorming • teacher observation • peer assessment • research	• textbooks • newspapers articles • documentaries • checklists • questions and answer • resource persons • sign language interpreters • braille materials

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	explain the impact of multiculturalism on development 3 explain the negative impact of multiculturalism		• brainstorming the impact of multiculturalism on development • discussing the impact of multiculturalism on development • analysing the impact of multiculturalism on development such as - exchange of ideas - exchange of culture - exchange of skills - tolerance - cooperation • fact storming the negative impact of multiculturalism • discussing the negative impact of multiculturalism such as ethnic rivalry, dilution of other cultures, economic exploitation, and deprivation of employment opportunities	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the role of unions and associations for citizens	The students must be able to: 1 identify unions and associations for citizens	**Unions and associations**	• brainstorming the meaning of the terms 'unions' and 'associations' • discussing the meaning of the terms 'unions' and 'associations' • researching on unions and associations in Malawi such as – Teachers Union of Malawi (TUM) – Trade unions – religious unions – Tobacco Association of Malawi	• discussion • brainstorming • question and answer • debate • short essays • observation • research	• checklists • pictures • resource persons • textbooks • newspaper reports and articles • radio, video and TV news • internet • local community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			– Consumer Association of Malawi – The Tea Association of Malawi – The Employers Consultative Association of Malawi • discussing unions and associations	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies
	2 explain the roles of unions and associations		• brainstorming the roles of unions and associations • discussing the roles of unions and associations		
	3 examine the benefits of joining unions and associations		• researching the benefits of joining unions and associations • discussing the benefits of joining unions and associations		

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of national service	The students must be able to: 1 explain the meaning of the term *national service* 2 explain the importance of national service	**National service**	• brainstorming the meaning of the term *national service* • discussing the meaning of the term *national service* • brainstorming the importance of national service • discussing the importance of national service	• discussion • brainstorming • question and answer • role play • debate • interview • short essays • project work • teacher observation	• checklists • pictures • students' experiences • resource persons • textbooks • newspaper reports and articles • radio, video and TV news • internet • local community • world map/ atlases

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe case studies on national service 4 suggest ways in which citizens can participate in national service activities		• identifying local case studies on national service • researching regional case studies on national service • discussing regional case studies on national service • brainstorming national activities that can be put in place as national service • discussing activities that can be done on national day/week/ period of national service • carrying out a community service project such as moulding bricks, cleaning in the hospital, building homes for old people	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of international organizations that foster development	The students must be able to: 1 identify international organizations that foster development	**International organizations that foster development**	• brainstorming international organizations that foster development such as – EU – IDA – USAID – DANIDA – DFID – ADF • discussing international organizations that foster development • visiting international organizations that foster development work	• brainstorming • discussion • question and answer • role play • debate • interview • essays • field trip • teacher observation • educational visits	• checklists • pictures • students' experiences • resource persons • textbooks • newspaper reports and articles • radio, video and TV news • internet • local community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 identify types of development work which international organizations undertake		• brainstorming types of development work which international organizations undertake such as infrastructure, capacity building, civic education • visiting development projects funded by international organizations • discussing projects undertaken by international organizations	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of international conventions on human rights	The students must be able to: 1 describe conventions for protecting human rights for special groups	**International conventions on human rights**	• brainstorming conventions on rights of special groups – convention on the protection of the child (CRC) – convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) – Forum for African Women Educationists (FAWE) • discussing conventions on rights of special groups	• brainstorming • discussion • question and answer • role play • debate • research • essays • teacher observation • drawing graphs • report writing • analysis of maps/ timelines	• checklists • pictures • constitutions • students' experiences • resource persons • textbooks • newspaper reports and articles • radio, TV, films and video • internet • local community • world maps/ atlases

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 describe institutions that deal with human rights for special groups		• brainstorming institutions that deal with human rights issues for special groups at local level – Ombudsman – Malawi Human Rights Commission – NGO • discussing institutions that deal with human rights issues for special groups at local level • researching institutions that deal with human rights issues for special groups at international level – international tribunals on human rights violations – Amnesty International – Human Rights Watch – Red Cross	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			– Red Crescent – UNHCR • discussing institutions that deal with rights for special groups at international level • visiting institutions that deal with human rights for special groups	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Sustainable development

Outcome: The students will be able to demonstrate an understanding of interacting with the environment in a responsible manner in terms of climate change, disaster risk management and proper use of resources for continued development of Malawi, Africa and the world.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of sustainable development	The students must be able to: 1 explain the meaning of the term *sustainable development* 2 explain the importance of sustainable development	**Sustainable development**	• brainstorming meaning of the term *sustainable development* • discussing the meaning of the term *sustainable development* • discussing examples of sustainable development • brainstorming the importance of sustainable development • discussing the importance sustainable development	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • brainstorming	• resource persons • text textbooks • case studies • local community • students' experiences • Braille materials • newspaper articles • magazines

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe essential conditions for sustainable development 4 describe national and international sustainable development initiatives		• brainstorming conditions for sustainable development • discussing conditions for sustainable development • researching on national and international sustainable development initiatives • analysing case studies on national and international sustainable development initiatives	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • essays	• resource persons • textbooks • local community • students' experiences • braille materials • newspaper articles • magazines • checklists • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of developing nations	The students must be able to: 1 explain the meaning of the term *developing nation* 2 identify common characteristics of developing nations 3 describe development challenges facing Malawi	**Developing nations**	• brainstorming the meaning of the term *developing nation* • discussing the meaning of the term *developing nation* • brainstorming the common characteristics of developing nations • discussing common characteristics of developing nations • researching on development challenges facing Malawi in sectors of agriculture, education, health, and energy • discussing the development challenges facing Malawi	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • focus group discussion • essays	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • checklists • world maps

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 analyse the role of donors in developing nations 5 identify donor countries to Malawi		• discussing the role of donors in development • researching on the role of donors in development • debating on the roles of donors on development • locating donor countries to Malawi on a world map • drawing world maps showing donor countries to Malawi	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of international labour law	The students must be able to: 1 identify key elements of the international labour law 2 explain the importance of international labour law 3 identify international labour agreements	**International labour laws**	• brainstorming key elements of the international labour law • discussing key elements of the international labour law • brainstorming the importance of international labour laws • discussing the importance of international labour laws such as source of inspiration, international cooperation, world peace, social justice and consolidation of national labour legislation • brainstorming examples of international labour agreements • discussing examples of international labour agreements such as cooperation, mutual consultation, reciprocal presentation, exchange of information, and operational activities	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • teacher observation	• resource persons • text textbooks • case studies • local environment • students' experiences • braille materials • newspaper articles • magazines

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of economic policies	The students must be able to: 1 explain the meaning of the term *economic policy* 2 describe different types of economic policies 3 explain the importance of economic policies for a developing nation	**Economic policies**	• brainstorming the meaning of the term *economic policy* • discussing the meaning of the term *economic policy* • brainstorming different types of economic policies • discussing types of economic policies such as fiscal, monetary, and privatisation • brainstorming the importance of economic policies for a developing nation	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • brainstorming	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 explain the meaning of the term *economic sustainability* 5 describe the role of citizens in economic sustainability 6 explain indicators of economic sustainability	**Economic policies**	• brainstorming the meaning of the term *economic sustainability* • discussing the meaning of the term *economic sustainability* • brainstorming the roles of citizens in economic sustainability • researching on the roles of citizens in economic sustainability such as preference of quality to quantity, reduction of economic waste, leading sustainable lifestyles, fair trade • discussing the roles of citizens in economic sustainability • brainstorming indicators of economic sustainability • discussing indicators of economic sustainability	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of personal finances	The students must be able to: 1 explain the meaning of the term *personal finances* 2 describe ways of managing personal finances	**Personal finances**	• brainstorming the meaning of the term *personal finances* • discussing the meaning of the term *personal finances* • identifying ways of managing personal finances • discussing ways of managing personal finances such as budgeting, saving and investing	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • bus stop	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the operations of financial institutions	The students must be able to: 1 explain the meaning of the term *financial institution* 2 identify financial institutions in Malawi	**Financial institutions**	• brainstorming the meaning of the term *financial institutions* • discussing the meaning of the term *financial institutions* • brainstorming examples of financial institutions in Malawi • discussing examples of financial institutions in Malawi such as Banks, Credit Reference Bureaus, stock exchange market, insurance companies, microfinance institutions, savings and credit cooperatives (eg SACCOs) and money lenders	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe the services offered by financial institutions 4 explain factors that hinder prospective customers from accessing financial services		• brainstorming services offered by financial institutions • discussing services offered by financial institutions such as savings account, current account, loan account, insurance policies, pension schemes, investments, facilitating money payments and transfers, internet banking, • brainstorming factors that hinder people from accessing financial services • discussing factors that hinder people from accessing financial services such as collateral, high interest rate, high bank charges, unavailability of services, and lack of information	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 describe challenges people face when dealing with financial institutions in Malawi 6 assess the contributions of financial institutions to development in Malawi		• brainstorming the challenges that people face when dealing with financial institutions • discussing the challenges that people face when dealing with financial institutions such as lack of disclosure of information on charges (interest rates, service charges), poor customer care, financial fraud • brainstorming development initiatives that have benefited from financial institutions in Malawi • discussing development initiatives that have benefited from financial institutions in Malawi such as women empowerment • discussing how these efforts affect social change in Malawi	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the rights and responsibilities of financial service consumers	The students must be able to: 1 describe the rights of financial service consumers 2 explain the responsibilities of financial service consumers	**Financial institutions**	• brainstorming the rights of the financial service consumers • discussing the rights of financial services consumers such as the right to clear information, right to disclosure of the cost and other related charges of a financial product/service, right to choose a financial institution and the right to complain • brainstorming the responsibilities of financial service consumers • discussing the responsibilities of financial consumer such as choosing a registered financial institution, understanding a financial contract before signing, keeping financial documents safe, and giving correct information	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation	• resource persons • textbooks • case studies • local community • students' experiences • braille materials • newspaper articles • magazines • brochures • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe the procedure in lodging a complaint against a financial institution		• identifying steps in lodging a complaint against a financial institution • discussing steps in lodging complaints against a financial institution	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the market forces	The students must be able to: 1 explain the meaning of the term *market forces* 2 explain how market forces affect the financial industry		• brainstorming the meaning of the term *market forces* • discussing the meaning of the term *market forces* • researching on how market forces affect economies such as interest rates, financial service access, financial services quality • discussing how market forces affect the financial industry such as interaction of demand and supply of financial services	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • teacher observation	• resource persons • textbooks • case studies • local environment • students' experiences • braille materials • newspaper articles • magazines

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of the knowledge of systems of governments, climate change, disaster risk management in terms of national, regional and global contexts.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the population policy of Malawi	The students must be able to: 1 identify key elements of population policies of Malawi 2 explain the factors that influenced the development of population policies in Malawi	**Population policy**	• brainstorming key elements of the population policy in Malawi • discussing key elements of the population policy in Malawi • brainstorming factors that influenced the development of the population policy in Malawi • analysing the factors that influenced the population policy eg high birth rate, rapid population growth, pressure on land and pressure on social services, unemployment	• discussion • question and answer • observation • brainstorming • teacher observation • peer assessment • future's wheels • values clarification	• newspaper articles • charts • Malawi population policy document • library books • textbooks • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify practices that affect the implementation of the population policy in Malawi		• brainstorming the practices that affect the implementation of the population policy in Malawi • discussing the practices that affect the implementation of the population policy such as polygamy, religious beliefs, initiation ceremonies, widow/ widower inheritance (*chokolo*), widow cleansing (*kulowa kufa*), early marriages, and *hlazi* or bonus wife	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 suggest ways of eradicating the practices that affect the implementation of the population policy in Malawi 5 describe strategies for the implementation of the population policy in Malawi		• debating on the effectiveness of the ways of eradicating the practices that affect the implementation of the population policy – empowerment of women – empowerment of local communities – public awareness campaign • discussing ways of eradicating the practices that affect the implementation of the population policy • brainstorming strategies for effective implementation of the population policy in Malawi • discussing strategies for effective implementation of the population policy in Malawi	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	6 identify programmes for implementing the Malawi population policy 7 explain the importance of involving all stakeholders in the implementation of the population policy		• brainstorming programmes for implementing the Malawi population policy • discussing programmes for implementing the Malawi population policy such as reproductive health, safe motherhood, IEC, gender programmes, and advocacy • brainstorming the importance of involving all stakeholders in the implementation of the population policy • discussing the importance of involving all stakeholders in the implementation of the population policy	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: People and environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues including climate change, disaster and risk management in terms of national, regional and global contexts.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of population control	The students must be able to: 1 explain the meaning of the term *population control* 2 identify ways in which nature controls population growth	**Population growth**	• brainstorming the meaning of the term *population control* • discussing the meaning of the term *population control* • brainstorming ways in which nature controls population growth, earthquakes, floods • discussing ways in which nature controls population growth such as natural disasters, epidemics, famine, drought, natural death, earthquakes, floods	• discussion • observation • panel discussion • group work • oral questions • teacher observation • brainstorming • question and answer	• charts • maps • markers • newspaper articles • short answer questions • observation checklists • students experiences • textbooks • local community • resource persons

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify ways in which human beings can control population 4 explain the importance of controlling population growth		• brainstorming human- made ways of controlling population growth • discussing human ways of controlling population growth such as family planning and wars • debating on the importance of controlling population growth • discussing the importance of controlling population growth	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Term 2
Core element: Culture and change
Outcome: The students will be able to demonstrate an understanding of people's cultures in terms of social, economic, political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the effects of discrimination on the community	The students must be able to: 1 explain the meaning of the term *discrimination* 2 identify factors that contribute to discrimination	**Discrimination**	• brainstorming the meaning of the term *discrimination* • discussing the meaning of the term *discrimination* • fact storming factors that contribute to discrimination • discussing factors that contribute to discrimination such as racism, ethnicity, religion (caste system), politics, and education	• discussion • question and answer • observation • brainstorming • teacher observation • peer assessment	• textbooks • newspaper articles • documentaries • checklists • resource persons • sign language interpreters • braille materials

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 analyse cases of discrimination 4 describe the effects of discrimination on the community		• discussing case studies on discrimination in the world • analysing case studies on discrimination such as - apartheid system in South Africa - racism in America - Neo-Nazism of Germany - Caste system in India • brainstorming the effects of discrimination on the community • discussing the effects of discrimination on the community such as retardation of development, instability, terrorism	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 explain the efforts being put in place to curb discrimination		• fact storming the efforts put in place to curb any form of discrimination in the world • discussing efforts to curb discrimination such as ratification of human rights declarations and establishment of institutions that promote human rights	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of composition and functions of the Government of Malawi	The students must be able to: 1 describe the composition of the government of Malawi	**Government of Malawi**	• brainstorming the terms *central government* and *local government* • discussing the composition of the government of Malawi – central government (judiciary, legislature and executive) – local government (district, municipal, city and town councils), – statutory corporations	• brainstorming • discussion • question and answer • role play • essays • teacher observation • report writing • research	• checklists • pictures • constitutions • students' experiences • resource persons • textbooks • newspaper reports and articles • radio, video and TV news • internet • local community • Local Government Act

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain the composition and functions of each organ of the Central Government 3 describe how the central government sources its revenue 4 describe the composition and functions of Local Government		• identifying the composition and functions of each organ of the central government • analyzing the role of cabinet and civil service in the initiation and implementation of laws • brainstorming the ways through which the central government sources its revenue • discussing how the central government sources its revenue • identifying local government institutions • discussing the composition of local government institutions • discussing the functions of local government institutions	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 explain ways through which local government sources its revenue 6 describe the functions of various statutory corporations in Malawi 7 explain ways through which statutory corporations source their revenue		• brainstorming ways through which local government sources its revenue • discussing ways through which local government sources its revenue • brainstorming the meaning of the term "statutory corporations" • identifying examples of statutory corporations in Malawi • discussing functions of statutory corporations • brainstorming ways through which statutory corporations source their revenue • discussing ways through which statutory corporations source their revenue	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	8 compare systems of governments in Africa and the world		• identifying systems of governments in selected countries – Malawi – Swaziland – Nigeria – Great Britain – Russia • discussing the similarities and differences of different systems of governments in Africa and the world	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of good governance	The students must be able to: 1 identify principles of good governance	**Good governance**	• brainstorming the meaning of the term *good governance* • discussing principles of good governance – transparency – accountability – separation of power – checking abuse of power – establishment of institutions such as Law Commission, Office of the Ombudsman and ACB	• brainstorming • discussion • question and answer • role play • debate • research • essays • teacher observation • report writing • educational visits	• checklists • pictures • constitutions • students' experiences • resource persons • textbooks • newspaper reports and articles • radio, video and TV news • internet

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 describe roles of various institutions that enhance good governance		• brainstorming institutions that promote good governance – ACB – Law Commission – Office of the Ombudsman – Office of Director of Public Procurement (ODPP) • discussing how the institutions promote good governance • visiting institutions that promote good governance	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of tax processes and procedures	The students must be able to: 1 explain the process of registering for tax	**Taxation**	• identifying documents involved in tax registration – VAT registration form – income tax registration form – pay as you earn registration form – withholding tax registration form – business registration certificate – business permit for foreigners • discussing how to fill each type of tax registration form	• discussion • question and answer • role play • debate • research • short essays • educational visits to MRA offices • teacher observation • report writing	• checklists • pictures • constitutions • students' experiences • resource persons • textbooks • newspapers reports and articles • radio, video and TV news • internet • local community
	2 explain the importance of registering for tax		• debating the importance of registering for tax • discussing the importance of registering for tax • discussing reasons for deregistering for tax		

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 assess the importance of keeping business records for tax purposes 4 describe the importance of declaring and paying correct amount of tax		• identifying types of business records for tax purposes • discussing the period required for keeping each type of record • discussing the importance of keeping receipts and other business records for tax purposes • identifying documents for declaring and paying tax such as – declaration forms (12 and 47) – income tax returns – value added tax returns – PAYE returns – withholding tax returns • discussing how to fill various tax forms • discussing the importance of declaring and paying correct amount of tax	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 explain importance of tax audit 6 describe tax offences and penalties		• brainstorming the meaning of the term "tax audit" • discussing the meaning of the term "tax audit" • discussing the importance of tax auditing • brainstorming the terms 'tax offence' and 'penalties' • discussing the terms 'tax offence' and 'penalties' • discussing tax offences – failure to register for tax – failure to keep records – late filing of tax return – failure to submit tax return – submission of incorrect tax return	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			– presentation of fake documents/information – delay in payment of tax on due dates – failure to pay tax on due dates – payment of incorrect taxes – smuggling – undervaluation and under-declaration of goods	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	7 explain the meaning of the terms *tax exemption* and *tax incentives* 8 identify different forms of tax exemptions and incentives		• brainstorming the meaning of the terms *tax exemption* and *tax incentives* • discussing the meaning of the terms *tax exemption* and *tax incentives* • researching on different forms of tax exemptions /incentives for: – individuals – business/investors – NGOs – religious organizations – members of parliament and ministers – president – diplomats • discussing how people and organizations can access different tax incentives	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	9 explain the meaning of the term *tax agreement* 10 examine the impact of tax agreements on national development		• brainstorming the meaning of the term *tax agreement* • discussing the meaning of the term *tax agreement* • identifying forms of tax agreements – bilateral agreements – regional tax agreements – international tax agreements – double taxation agreements • researching the impact of tax agreements on national development • discussing the impact of tax agreements on national development such as low revenue/ reduction of tax base, promotion of trade and investments, avoidance of double taxation	• discussion • question and answer • role play • debate • interviews • short essays • educational visit to MRA offices • teacher observation • report writing	• checklists • pictures • constitutions • students' experiences • resource persons • textbooks • newspaper reports and articles • radio, video and TV news • internet • local community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of challenges of revenue collection for sustainable development	The students must be able to: 1 describe the role of taxation in development 2 identify challenges of revenue collection that affect sustainable development	**Taxation**	• brainstorming the role of taxation in development • discussing the role of taxation in development • brainstorming challenges of revenue collection that affect sustainable development • discussing challenges of revenue collection that affect sustainable development	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • educational visits	• resource persons • textbooks • case studies • local environment • students' experiences • braille materials • newspaper articles • magazines • brochures

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of gender balance in development	The students must be able to: 1 describe indicators of gender balance	**Gender and development**	• brainstorming indicators of gender balance in development • discussing the indicators of gender balance in development such as education, marriage, employment, politics, culture, religion, law, agriculture, decision making and access to resources	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • observation • essays	• resource persons • textbooks • case studies • local community • students' experiences • Braille materials • newspaper articles • magazines • audio visual aids • flip charts • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 analyse the role of gender platform of action in promoting gender balance		• brainstorming the meaning of the term *gender platform of action* • discussing the meaning of the term *gender platform of action* • brainstorming the role of gender platform of action • discussing the role of gender platform of action such as equal opportunities in education, employment, politics, removal of some cultural beliefs and practices that promote gender imbalance, and lobbying for the review of laws that promote gender imbalance	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 appreciate the importance of gender balance in development		• brainstorming the importance of gender balance in development • discussing the importance of gender balance in development - equal contribution to development - abundance of skilled human resources - equal access to resources - equal decision making - respect for other people's ideas	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Term 3

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues including climate change, disaster and risk management in terms of national, regional and global contexts.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the importance of caring for STI including HIV and AIDS patients	The students must be able to: 1 explain the importance of caring for STI including HIV and AIDS patients 2 suggest ways of caring for STI including HIV and AIDS patients	**Population and Social Behaviour**	• brainstorming the importance of caring for STI including HIV and AIDS patients • discussing the importance of caring for including HIV and AIDS patients • brainstorming ways of caring for STI including HIV and AIDS patients • role-playing the ways of caring for STI including HIV and AIDS patients • discussing ways of caring for STI including HIV and AIDS patients	• brainstorming • group discussion • role-play • oral questions • short answer questions • teacher observation	• students' experiences • checklists • textbooks • resource persons • short answer questions • rating value statements • local community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the importance of hospital based and home based care for STI including HIV and AIDS patients 4 explain ways of avoiding contracting STI including HIV and AIDS when caring for patients		• interviewing patients and guardians on the importance of home based and hospital based care • discussing the importance of home and hospital based care for STI including HIV and AIDS patients • brainstorming ways of avoiding contracting STI including HIV and AIDS when caring for the patients • discussing ways of avoiding contracting STI including HIV and AIDS when caring for the patients	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues including climate change, disaster and risk management in terms of national, regional and global context.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of issues of HIV and AIDS with regard to guidance and counselling	The students must be able to: 1 identify institutions that deal with guidance and counselling of HIV and AIDS patients and guardians	**Population and social behaviour**	• brainstorming institutions that deal with guidance and counselling of HIV and AIDS patients • discussing the activities undertaken by the institutions that provide guidance and counselling for HIV and AIDS patients and guardians such as hospitals, Banja la Mtsogolo and drop-in centres	• brainstorming • discussion • written short answer questions • multiple choice questions • teachers observations • field trips • educational visits • role play • values clarification	• resource persons • literature • textbooks • raised pictures • students' experiences • posters • checklists • local community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain the methods used for guiding and counselling HIV and AIDS patients and guardians 3 explain the importance of counselling and guiding HIV and AIDS patients and guardians		• brainstorming the methods of guiding and counselling HIV and AIDS patients and guardians • discussing the methods of guiding and counselling HIV and AIDS patients and guardians • role playing some of the methods of guiding and counselling HIV and AIDS patients and guardians • debating the importance of counselling and guiding HIV and AIDS patients and guardians • discussing the importance of guidance and counselling for HIV and AIDS patients and guardians eg minimising fear and anxiety, moral support, accepting reality and reducing the spread of HIV and AIDS	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 explain the consequences of lack of guidance and counselling for HIV and AIDS patients and guardians		• brainstorming the consequences of lack of guidance and counselling for HIV and AIDS patients and guardians • discussing the consequences of lack of guidance and counselling for HIV and AIDS patients and guardians • role playing the consequences of lack of guidance and counselling for HIV and AIDS patients and guardians	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues including climate change, disaster and risk management in terms of national, regional and global contexts.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the effects of drug and substance abuse	The students must be able to: 1 explain the causes of drug and substance abuse 2 describe the effects of drug and substance abuse on the individual and family	**Population and social behaviour**	• brainstorming the causes of drug and substance abuse • discussing the causes of drug and substance abuse • brainstorming the effects of drug and substance abuse • analysing the effects of drug and substance abuse • role-playing the effects of drug and substance abuse on the individual and family	• brainstorming • discussion • short answer questions • multiple choice questions • teachers observations • educational visits • role play • case study	• resource persons • textbooks • raised pictures • students' experiences • local community • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 analyse the impact of drug and substance abuse on development		• brainstorming the effects of drug and substance abuse on development • discussing the effect of drug and substance abuse on development • discussing cases of the impact of drug and substance abuse on development	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues including climate change, disaster and risk management in terms of national, regional and global contexts.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of responsible parenthood	The students must be able to: 1 explain the meaning of the term *responsible parenthood* 2 identify qualities of responsible parenthood	**Responsible parenthood**	• brainstorming the meaning of the term *responsible parenthood* • discussing the meaning of the term responsible parenthood • debating qualities of responsible parenthood • role playing qualities of responsible parenthood	• brainstorming • group discussion • role-play • debate • teacher observation • oral questions • short answer questions • discussion	• observation checklists • oral questions • students' experiences • local community • resource persons

Core element: Culture and change

Outcome: The students will be able to demonstrate and understanding of peoples cultures in terms of social, economic, political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of social and ethical values for international life	The students must be able to: 1 identify social and ethical values for international life 2 describe the importance of social and ethical values for international cooperation	**Universal morals and values**	• brainstorming social and ethical values for international life • discussing social and ethical values for international life • brainstorming the importance of social and ethical values for international cooperation • researching on the importance of social and ethical values for international cooperation • discussing the importance of social and ethical values for international cooperation	• oral questions and answers • short written tests • written summaries • essays • discussion • research reports • observation • brainstorming • teacher observation • peer assessment	• printed materials • TV/radio programmes • students' experiences • films, video • resource persons • checklists

Core element: Civic participation and development

Outcome: The students will be able to demonstrate an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching , learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of peace initiatives in the world	The students must be able to: 1 identify international peace initiatives 2 explain the successes and failures of international peace initiatives	**International peace initiatives**	• researching on local and international peace initiatives • discussing the research results on local and international peace initiatives • discussing the international peace initiatives • brainstorming successes and failures of international peace initiatives • discussing successes and failures of peace initiatives	• research • discussion • question and answer • teacher observation • brainstorming • teacher observation • peer assessment • future's wheels/ problem tree	• newspaper articles • charts • markers • libraries • textbooks • checklists • internet

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching , learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of international attempts to promote social justice	The students must be able to: 1 identify organisations that promote social justice internationally 2 explain the role of international organisations in promoting social justice	**Social justice**	• brainstorming the organisations that promote social justice internationally • discussing the organisations that promote social justice internationally • brainstorming the role of international organisations in promoting social justice • discussing the role of the international organisations in promoting social justice	• group work • question and answer • pair work • discussion • peer assessment • teacher observation • research • brainstorming • essays • role play	• pictures • resource persons • sign language interpreters • textbooks • students' experiences • newspaper articles • braille materials • checklists • rubrics • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching , learning and assessment resources
	3 assess the successes and failure of international organisations that promote social justice		• brainstorming successes and failures of international organisations that promote social justice • discussing successes and failures of international organisations that promote social justice • analyzing successes and failures of international organisations that promote social justice	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies
	4 describe the importance of promoting social justice in the world		• discussing the importance of promoting social justice in the world • role-playing the importance of promoting social justice in the world		

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching , learning and assessment resources
	5 explain the role of the International Court of Justice 6 examine the role of the International Police (Interpol) in promoting social justice 7 describe the role of Amnesty International in promoting social justice		• brainstorming the role of the International Court of Justice in promoting social justice • analyzing the role of the International Court of Justice in promoting social justice • discussing the role of Interpol in promoting social justice • analysing the initiatives of Interpol • brainstorming the roles of Amnesty International in promoting social justice • discussing the roles of Amnesty International in promoting social justice	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	8 analyse the role of the United Nations in promoting social justice 9 explain the role of the International Criminal Court in promoting social justice		• brainstorming the roles of the United Nations in promoting social justice • discussing the roles of the United Nations in promoting social justice • brainstorming the roles of International Criminal Court in promoting social justice • discussing the roles of the International Criminal Court in promoting social justice • analysing case studies on the International Criminal Court in promoting social justice	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic participation, social justice, peaceful coexistence, social services and other emerging issues in relation to development.

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of social services	The students must be able to: 1 explain the need for safeguarding the environment in the provision of social services 2 explain the need for caring for social services	**Social services**	• brainstorming the relationship between safeguarding the environment and the provision of social services • discussing how safeguarding the environment assists in the provision of social services • debating the need for caring for social services • project work on the need for caring for social services	• brainstorming • discussion • question and answer • structured questions • essay questions • teacher observation • environmental audits	• students' experiences • pictures • newspaper articles • textbooks • rubrics • resource persons • audio visual materials • raised pictures • local community • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe critical issues related to the provision of social services		• brainstorming critical issues related to the provision of social services • discussing critical issues related to the provision of social services such as quality, accessibility (urban and rural areas), affordability, availability, types and care	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies
	4 explain how critical issues in the provision of social services affect development		• brainstorming the effects of critical issues on development eg feelings of inequality among citizens, social injustice and low productivity • discussing the effects of the critical issues on development • role-playing the effects of the critical issues on development		

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 describe the work of renowned people in the provision of social services		• identifying renowned people in the provision of social services - Kamuzu Banda - Winnie Mandela (fight against apartheid) - Henry Dunant (Red cross) - Jairosi Jiri (Foundation for the disabled) - Mother Theresa (Orphan Care in Calcutta) - Jimmy Carter (Habitat for Humanity) - Florence Nightngale (Nursing services) • Discussing the activities of renowned personalities in the provisions of social services	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

Core element: Global issues and development

Outcome: The students will be able to demonstrate an understanding of knowledge of global issues in terms of the tensions between national interests and global priorities and how this result in change in societies.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of world cooperation	The students must be able to: 1 identify areas of world cooperation 2 describe factors that foster world cooperation 3 identify prominent personalities that have contributed in facilitating world cooperation	**World cooperation**	• brainstorming areas of world cooperation • discussing areas of world cooperation • brainstorming factors that contribute to world cooperation • discussing factors that contribute to world cooperation • brainstorming prominent personalities that have contributed in facilitating world cooperation • discussing the contributions of prominent personalities that have contributed in facilitating world cooperation	• discussion • question and answer • observation • brainstorming • teacher observation • peer assessment • educational visits	• students' experiences • textbooks • raised pictures • charts

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 describe international interventions to promote and preserve world cooperation 5 explain the importance of world cooperation		• researching on international interventions to promote and preserve world cooperation • discussing the international interventions to promote and preserve world cooperation • analysing case studies on the promotion and preservation of world cooperation • brainstorming the importance of world cooperation • discussing the importance of world cooperation	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • braille materials • case studies

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